

Standard 1: Vision, mission, goals and strategic planning

Expectation

The institution's vision, mission, and subsequent goals define its purpose and drives institutional activities through strategic planning within the context of national higher education priorities, regional and local requirements and the needs of students and the wider group of stakeholders.

Expectation outcome indicators (EOIs)	Possible Evidence
<p>The institution should:</p> <p>I ensure that the institution's vision and mission are conceived and developed in consultation with the broader stakeholders.</p> <p>II ensure that the institution's vision, mission and goals are consistent with the provisions in the charter, including territorial and academic jurisdictions.</p> <p>III ensure that the institution's mission and goals serve as the foundation for all its activities</p> <p>IV have strategic planning to drive all the activities of the institution and provide directions for future plans of the HEI, including resource allocation priorities, and develop a relevant, effective and coherent ecosystem for excellence</p> <p>V maintain a well-documented strategic plan linking institutional vision and mission to that of faculty and departmental level, ensuring effective implementation through defined SMART goals and key performance indicators (KPIs).</p> <p>VI practice an effective approach to the planning and evaluation of its provision, including the management of its academic resources appropriate to the needs of its students and its wider group of stakeholders</p> <p>VII convey the importance of the systematic evaluations of mission, goals and strategic planning to inform decision making by ensuring stakeholders are well informed.</p>	

Indicative evidence

The expectation for the Standard might be evidenced by the institution's:

- vision, mission statements/ documents
- strategic planning processes in place, linking institutional mission to its departmental mission, goals and KPIs
- analysis reports of the process adopted for development of mission and subsequent goals and periodic reviews of mission and goals
- analysis reports of the process of application of these goals and coordination for implementation
- review reports of processes adopted to disseminate the mission and goals to faculty, students and members of the governing body and efforts to maintain the institution's commitment to the mission among members of the institution.

Standard 2: Governance, leadership and organisation

Expectation

The institution has an inclusive governance system that facilitates the fulfilment of its mission and goals and strengthens institutional effectiveness and integrity. Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through adherence to the act/charter, well prescribed statutes as per the requirements of the charter, rules, policies and regulations, with strong institutional mechanisms, practices, shared values, and is ultimately led by the Vice Chancellor and ensuring meaningful contributions by all the statutory authorities.

Expectation outcome indicators (EOIs)	Possible Evidence
<p>The institution should:</p> <ul style="list-style-type: none">I ensure that the system of organisation and governance in the university is responsive to the present and future needs of the organisationII ensure that the system of organisation and governance is consistent with the power and functions and other requirements given in the charter and statutes, rules, regulations and policiesIII ensure that the system of organisation and governance exercises prudence in policy development and decision-making processes in the best interests of all the stakeholders in general, and that of students in particularIV ensure that the system of organisation and governance has elements of good governance such as rule of law, accountability, effectiveness and efficiency, transparency, equity, and inclusionV create and sustain an environment which enables teaching, learning and scholarship that promotes high-quality teaching and learning and promotes genuine, impactful research cultureVI create and sustain an environment which promotes provision that is appropriate to the surrounding industry and the aspirations of its studentsVII create and sustain an environment which enables the effective functioning of all programmes, and enables students to progress and achieve their learning objectivesVIII create and sustain an environment in which students and other stakeholders participate in the governance systemIX have leadership that focuses on improving faculty's subject and pedagogical knowledge to enhance the teaching of the curriculum and the appropriate use of assessment; the practice and subject knowledge of staff are built up and improve over timeX have leadership that aims to ensure that all learners complete their programmes of study; they provide the support for faculty and staff to make this possibleXI have leadership that engages effectively with students and wider stakeholder groupsXII have leadership that engages with their faculty and staff and are aware and take account of the main pressures on them; they are realistic and constructive in the way that they manage faculty and staff, including their workload	

XIII	have well-defined institutional mechanism to make each non-academic/service departments - including Registrar's office, library, examination department, student affairs, career counselling, IT department, transportation department, hostel management, cafeteria management - conduct well-structured surveys to get students and faculty feedback and to improve their services based on the feedback provided by the stakeholders	
XIV	have a well-thought-out business automation and digital transformation policy and process to increase institutional productivity and efficiency and to provide quality services to stakeholders in general, and students in particular.	

Indicative evidence:

The expectation for the Standard might be evidenced by the institution's:

- documents on governance such as constitution, byelaws, enabling legislation, charter, statutes, rules and regulations and decision-making processes, and so on
- establishment of a governing body and prescribing rules and mechanisms for a meaningful and fit-for-purpose institutional process of selecting members
- periodic assessment reports on the effectiveness of the organisation and its governance, and so on
- conflict of interest policy
- records of meetings of statutory bodies to deal with relevant matters
- documentation of students' participation in the governance system
- reports of responsibilities of governing body members and records of their meetings and other official activities
- documents that confirm that leaders have a shared commitment to the institution's vision and mission, are committed to student success by continuous improvement of student retention, achievement and employment, are committed to developing and improving their staff and engage with industry and society.

Standard 3: Institutional resources and planning

Expectation

The human, physical, virtual/technological, financial and information resources of an institution are appropriate, sufficient and accessible to realise its institutional mission and goals.

Expectation outcome indicators (EOIs)	Possible Evidence
<p>The institution should:</p> <p>I have a strong institutional mechanism to plan, develop and review the available infrastructure, and other academic or non-academic resources to ensure the availability of adequate means and arrangements to enable students to develop their academic, personal and professional potential</p> <p>II have institutional policies and mechanisms for infrastructure planning, development, execution, monitoring and evaluation</p> <p>III have adequate and readily accessible academic and non-academic resources to provide quality learning opportunities to all students and to allow them to complete their studies</p> <p>IV have adequate and readily accessible technological/virtual resources that enable students to achieve their learning objectives</p> <p>V demonstrate effective and efficient utilisation and continued development of these resources to enable students to achieve their learning objectives</p> <p>VI create and sustain an environment in which students and other stakeholders are able to give feedback about the resources used for teaching and learning</p> <p>VII have institutional policies with well-defined SOPs for procurement of goods and services that are consistent with the relevant rules and law of the land. Such a policy should ensure that the procurements are conducted in a fair and transparent manner, the object of procurement brings value for money and the procurement process is efficient and economical.</p> <p>VIII have a well-thought-out policy to generate alternative revenue through taking advantage of local industries (if any), offering corporate training programmes, micro credentials and alumni engagement, and so on.</p>	

Indicative evidence

The expectation for the Standard might be evidenced by the institution's:

- relevant policy documents and practices and their effective implementation
- review reports of institutional resources, fundraising and grant activities
- review of periodic reports of institutional planning, assessment and budget
- review reports of work of various institutional committees dealing with resource acquiring, allocation or replacement, and so on
- review reports of resource availability and allocation and linkage with planning cycle
- review reports of transparency of the system of all kinds of contracts and agreements regarding resource acquiring and sharing
- review reports of endowment policies and procedures, if any
- review reports of resource management.

Standard 4: Audit and finance

Expectation

The institution ensures its future financial viability and has a robust auditing system to give confidence in the integrity of its financial performance.

Expectation outcome indicators (EOIs)	Possible Evidence
<p>The institution should:</p> <p>I operate a financially robust plan which balances income and expenditure to create an annual surplus</p> <p>II produce robust financial forecasts based on sound strategic planning which ensures the future financial viability of the institution</p> <p>III operate rigorous and independent scenario and contingency planning to ensure that sustainable levels of cashflow and investment are maintained</p> <p>IV operate a funding system that provides value for money and works for students</p> <p>V have a well-thought-out policy to maintain and grow an endowment fund (private sector HEIs)</p> <p>VI provide at least 10% of students with financial support; fee exemptions and scholarships on a needs basis</p> <p>VII have well-defined policies and/or institutional mechanisms for its annual accounts to be audited by competent auditors</p> <p>VIII have institutional mechanism to take all the statutory positions, including Deans, onboard for necessary annual budgeting.</p>	

Indicative evidence

The expectation for the Standard might be evidenced by the institution's:

- financial plans that are clearly linked to strategy
- financial plans for three years showing an annual surplus
- profit and loss and balance sheets for the previous three years
- cash flow forecasts for the next three years
- capital expenditure (historical and forecasts)
- examples of modelling different scenarios to provide value for money
- financial auditor reports
- policy document on mainlining endowment fund (private sector institution)
- policy document and list of scholarships and fee exemptions provided.

Standard 5: Affiliated colleges/institutions

Expectation

The university takes ultimate responsibility for academic standards and the quality of learning opportunities for the programmes that it provides, allows, and accredits, irrespective of where these are delivered or who provides them.

Expectation outcome indicators (EOIs)	Possible Evidence
<p>The institution should:</p> <p>I have a strategic approach to delivering learning opportunities with others; appropriate levels of resources (including staff) are committed to the activities to ensure that the necessary oversight is sustained</p> <p>II have policies and procedures to ensure that there are adequate safeguards against financial impropriety or conflicts of interest that might compromise academic standards or the quality of learning opportunities; consideration of the business case is conducted separately from approval of the academic proposal</p> <p>III have governance arrangements at appropriate levels for all learning opportunities which are not directly provided by the university; arrangements for learning to be delivered, or support to be provided, are developed, agreed and managed in accordance with the formally stated policies and procedures of the university</p> <p>IV assess risks of each arrangement to deliver learning opportunities with others at the outset and reviewed subsequently on a periodic basis; appropriate and proportionate safeguards to manage the risks of the various arrangements are determined and put in place</p> <p>V have a written and legally binding agreement, or other document, setting out the rights and obligations of the parties, which is regularly monitored and reviewed; it is signed by the authorised representatives of the university before the relevant activity commences</p> <p>VI take responsibility for ensuring that it retains proper control of the academic standards of awards where learning opportunities are delivered with others; no serial arrangements are undertaken without the express written permission of the university, which retains oversight of what is being done in its name</p> <p>VII retain responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so if the college withdraws from an arrangement or if the university decides to terminate an arrangement</p> <p>VIII ensure that the standards of any of its awards involving learning opportunities delivered by others are equivalent to the standards set for other awards that it confers at the same level; they are also consistent with Pakistani national requirements</p> <p>IX fulfil the requirements of any accreditation council or professional, statutory and regulatory body that has approved or recognised the programme or award, in relation to aspects of its delivery and any associated formal agreements; the status of the programme or award</p>	

X	in respect of accreditation council recognition is made clear to prospective students approve module(s) and programmes delivered through an arrangement with another college through processes that are at least as rigorous, secure and open to scrutiny as those for assuring quality and academic standards for programmes directly provided by the university	
XI	ensure that colleges involved in the assessment of students understand and follow the assessment requirements approved by the university for the components or programmes being assessed in order to maintain its academic standards	
XII	ensure that modules and programmes offered through other colleges are monitored and reviewed through procedures that are consistent with, or comparable to, those used for modules or programmes provided directly by them	
XIII	ensure that they have effective control over the accuracy of all public information, publicity and promotional activity relating to learning opportunities delivered with others which lead to their awards.	

Indicative evidence

The expectation of the Standard might be evidenced by the institution's:

- strategy and governance documents
- documentation regarding developing, agreeing and managing an arrangement to deliver learning opportunities with affiliated colleges
- documentation clarifying responsibility for, and equivalence of, academic standards
- documents clarifying quality assurance arrangements
- information for students and affiliated colleges
- certificates and records of study/surveys.

Standard 6: Internationalisation of higher education and global engagement

Expectation

Universities should have cross-national visibility, manifested through academic mobility, institutional collaboration, and participation through various global engagement initiatives.

Expectation outcome indicators (EOIs)	Possible Evidence
<p>The institution should:</p> <p>I make formal institutional collaborations and agreements with similar international universities; such collaborations may include, for example, faculty, student exchange programs, staff/statutory positions experience exchange programmes, collaborative research, academic improvement, improving governance and QA mechanisms</p> <p>II take initiatives and support QA/QEC/IQAE to bring international best practices into the university processes through physical/virtual participation in the international relevant QA networks, seminars, workshops, training, and so on, and such learning outcomes should not only be shared with the rest of the stakeholders but also bring in practice through relevant policies</p> <p>III prepare the institution to get the programmes /institution accredited by the international accreditation agencies</p> <p>IV encourage students and faculty in academic mobility by supporting them to apply to such international student/faculty exchange opportunities</p> <p>V have institutional mechanism to accept international students and international credit transfers in consultation with HEC and relevant authorities</p> <p>VI have well-defined institutional mechanisms to encourage students to benefit from MOOCs (massive, open, online courses) in their relevant disciplines, including giving such accomplishments due credit as per institutional policy</p> <p>VII prepare and participate in various universities' ranking initiatives.</p>	

Indicative evidence

- Relevant policy documents
- Agreements
- MOUs
- QA network memberships
- Engagement policy
- Ranking outcomes
- List of institutional collaborations for student/faculty exchange
- List of students/faculty who have participated in any such international exchange opportunities
- MOOCs facility

Standard 7: Faculty recruitment, development and support services

Expectation

The institution's processes for recruitment, development and retention of teaching staff are fair and transparent and suitable to the accomplishment of its institutional mission and goals.

Expectation outcome indicators (EOIs)	Possible Evidence
<p>The institution should:</p> <p>I ensure that it recruits, retains and develops a body of faculty that could serve the institutional purpose of providing:</p> <p>i quality learning opportunity for the students</p> <p>ii research contributions that serve the community and the country</p> <p>II have well-defined institutional policies and mechanisms to ensure all new recruits have mandatory prerequisites, such as good communication skills and pedagogical skills to be demonstrated with a presentation to the selection board or relevant committee</p> <p>III have well-defined institutional policies to provide orientation to ensure all the faculty members have mandatory advance knowledge of the university governance structure, all the provisions in the charter/act, statutes, rules and regulations, and good communication skills and pedagogical skills, for effective teaching and assessment</p> <p>IV provide necessary support and facilitation to the faculty that include mechanisms to continuously provide training and capacity building of the faculty</p> <p>V have an institutional mechanism to provide necessary facilities and support to the faculty in career development and retention of quality faculty</p> <p>VI assure the competence of the teachers and staff qualifications</p> <p>VII assure the relevant teaching and industrial experience, exposure of the teaching faculty</p> <p>VIII ensure the availability of an adequate number of relevant and qualified full-time faculty members against each academic programmes as per international best practices and HEC guidelines.</p>	

Indicative evidence

The expectation and the Standard might be evidenced by the institution's:

- documented institutional mechanisms and practices for faculty recruitment and appointment, supervision, promotion, evaluation for both regular/full-time, part-time, adjunct and other faculty members
- dissemination of evaluation criteria and procedures review reports of teaching effectiveness, analysis of faculty peer review reports for teaching and scholarship
- records of productivity in scholarship of teaching and research in the creation of knowledge, consistent with the mission of the institution
- analysis reports of correlation between faculty profiles and performance and student learning outcomes.

Standard 8: Academic programs and curricula

Expectation

In order to secure academic standards, and to safeguard students' interest, the degree-awarding institutions should ensure that the requirements of the National Qualification Framework for Pakistan and similar international best practices are met by positioning their qualifications at the appropriate level and ensuring that programme learning outcomes align with the qualification descriptor in the Framework and naming qualifications in accordance with the titling conventions specified in the Framework. The academic programmes offered by the institution are designed to be consistent with its mission and goals and reflect the needs of students, employers and wider society. Institutions should tailor their academic programmes and teaching in such a way that students and teachers can engage in addressing the pressing local and global issues and challenges.

Expectation outcome indicators (EOIs)	Possible Evidence
<p>The institution should:</p> <ul style="list-style-type: none">I establish transparent and comprehensive academic frameworks and regulations to govern how they award academic credit and qualificationsII ensure the academic programmes and curricula have elements that support students to learn and excel the subject skills that could make the qualification at par with that of similar international qualificationsIII have institutional mechanisms to ensuring availability of adequate number of relevant and qualified full-time faculty members against each academic programmeIV provide a supportive environment for faculty, staff evaluation, development and progression, the sharing of good practice, innovative teaching and scholarly activityV inculcate universal academic skills such as critical thinking, creativity, collaboration, communication and commitmentVI develop clear policies and procedures for each programme and qualification that they approve which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumniestablish and consistently improve implementation processes for the approval of taught programmes and research degrees that ensure that academic standards are set at a level which meets the required threshold of the National Qualifications Framework of Pakistan and similar international best practices and are in accordance with its own academic frameworks and regulationsVII ensure that rigorous processes for the monitoring and review of programmes are implemented which explicitly address whether the Pakistan threshold academic standards/qualification framework are achieved and whether the academic precepts required by the individual institution are being maintained that include institutionalisation of programme self-assessment mechanisms such as self-assessment reports (SAR)VIII have a mechanism to regularly evaluate the quality of the curricula and system of evaluations vis à vis learning outcomes of the programme and generate a programme-wide report for continuous improvement; that includes conducting self-program review for effectiveness and enhancement (Self-PREE)	

IX	automate the mechanism of collecting, reviewing and analysing periodic data to track the achievements of graduates and maintain reliability and validity of the result, the system of the exam, and the testimony about the students' skills and competence	
X	ensure that programmes are designed so that the student learning experience enables students to meet the objectives set for them, including the intended learning outcomes	
XI	ensure that programmes are designed so that they meet the needs of students, employers and wider society	
XII	ensure that qualifications resulting from a programme be clearly specified and communicated, and refer to the correct level of the National Qualifications Framework for higher education	
XIII	ensure academic programmes are outcomes-led and competency-based.	

Indicative evidence:

The expectation for this Standard might be evidenced by the institution's:

- a academic frameworks used, for example the mapping of curricula and programmes with the National Qualifications Framework of Pakistan, accreditation council's requirements and similar other national and international best practices
- b academic regulations covering assessment and award of credit
- c programme and module specifications
- d assessment boards and similar statutory and statutory bodies' minutes of meetings
- e programme design and development policy and procedure
- f programme monitoring and review policy and procedure
- g external examiner reports
- h programme development policy
- i evidence of well-defined and coherent programme goals and objectives reflecting the institutional mission, such as module specifications
- j evidence of the balance between theory and practice to achieve programme and institutional goals
- k mapping of programme specifications to the National Qualifications Framework for higher education
- l defined student learning outcomes
- m graduate destinations (the employment status of graduates of the university six months after graduation).

Standard 9: Admission, progression, assessment, and certification

Expectation

Institutions consistently apply predefined and published regulations covering all phases of the student life cycle. Higher education institutions operate equitable, valid and reliable processes of assessment, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.

Expectation outcome indicators (EOIs)	Possible Evidence
<p>The institution should:</p> <ul style="list-style-type: none">I ensure an institutional mechanism to admit students whose aptitude, academic interests, educational goals, and abilities are potentially compatible with the institutional mission and objectivesII have a policy for student admission and enrolment which is transparent, reliable, valid, inclusive and underpinned by appropriate institutional mechanisms and well-defined processes and provide them with a quality learning opportunity and that could produce highly skilled and responsible global citizensIII have a policy for progression, through which every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinkingIV have a policy for certification and award of credit which enables every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being soughtV have a robust assessment/exams mechanism to ensure that credit and qualifications are awarded only where the achievement of relevant learning outcomes have been demonstrated through meaningful assessment and both Pakistan threshold standards and their own academic standards have been satisfied; for the purpose, the controller of exams and other relevant stakeholders must be well aware of assessment best practices, trends, and toolsVI ensure that the scheduling and frequency of assessment is consistent with an effective and appropriate measurement of the achievement by students of the intended learning outcomes and effectively supports learningVII publish, and implement consistently, clear mechanism, criteria and SOP for the marking and grading of assessmentsVIII ensure that there are robust mechanisms for marking and for the moderation of marks that draws on the expertise of external stakeholdersIX ensure that appropriate feedback is provided to students on assessed work in a way that promotes learning and facilitates improvementX publish a transparent procedure for academic appeals.	

Indicative evidence

The expectation and this Standard might be evidenced by the institution's:

- marketing strategy
- admissions policy
- progression policy
- certification, assessment and credit award policy
- evidence of support programmes and services for students to improve the achievement of their educational goals and expected learning outcomes
- periodic surveys, review reports of information provided on financial aid programmes, scholarships and grants
- evidence of utilisation of review reports of financial aid component to further improve these and to assure public information sharing
- evidence of utilisation of review report results to further improve the policies of admission, retention, persistence, and so on
- evidence of utilisation of attrition data and drop-out analysis reports to investigate the reasons and to improve the situation for these students
- documentation about the purpose, methods and schedule of assessment tasks during, and at the end of, a module or programme of study
- the criteria for assessment, including, where appropriate, what is expected in order to pass or to gain a particular grade or classification
- information procedures adopted about what elements will, and which will not, count towards interim or final assessment and with what weighting or exemption procedures
- policy and mechanisms adopted for the marking and grading conventions that will be used
- policy, procedure and documentation about the consequences of assessment, such as decisions about progression to the next level, final awards and the right of appeal
- information about how and when assessment judgements are published
- information about opportunities for re-assessment.

Standard 10: Student support services

Expectation:

The institution demonstrates adequate and efficient student support services that enable students to achieve their educational goals, facilitates the overall process of achieving the institutional mission and safeguards student's physical and mental health.

Expectation outcome indicators (EOIs)	Possible Evidence
<p>The institution should:</p> <ul style="list-style-type: none">I have an institutional mechanism to include the voice of the students in the decision-making processes for academic improvementII have a mechanism for developmental and remedial learning opportunities, particularly in the areas that are critically relevant to their future successIII have an institutional mechanism and defined institutional forums to resolve students' grievances in timely mannersIV have a well-defined institutional mechanism in place to ensure the availability of equal opportunity and resources for extracurricular activities for all students (males and females)V provide necessary basic quality services such as availability of a spacious, neat and clean cafeteria with appropriate seating arrangement, library facilities with ample book collections, and seating places, common rooms for female students, psychological counselling, first aid and ambulance facility on campusVI have a well-defined policy and mechanism for developing a Student Council for Academic Learning & Enhancement (SCALE) with a written constitution to follow by the students, having well-defined rules and regulations with well-defined SOPs for student engagement in quality assurance processes and related decision-making forums such as IQCVII solicit and take account of student and other stakeholder feedback in designing and delivering student supportVIII ensure that everyone involved in supporting student learning is appropriately qualified, supported and developedIX ensure that adequate and readily accessible learning resources (for example subject-specific resources such as studios and laboratories, and generic resources such as libraries and learning resource centres) and student support (for example, academic tutorial, student counselling, career guidance, and tutorial) are providedX maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their useXI ensure that readily available social and recreational facilities are provided, including necessary student societies and clubsXII have an institutional policy on alumni engagement; by having a strong alumni association with a reasonable budget, keeping an up-to-date database, involving alumni in campus life, including taking their feedback for academic and institutional improvement.	

Indicative evidence

The expectation for this Standard might be evidenced by the institution's:

- comprehensive analysis reports of student support services accessible to students and other stakeholders
- mechanism for resolutions of student grievances and complaints
- review reports of student involvement and satisfaction with the provided academic support services, co-curricular and extracurricular activities
- periodic assessment reports of student support and advising services with practicable recommendations for further improvement
- video evidence of resources
- print or electronic review reports of availability of required students' support and advisory services reflected through student handbooks, catalogues, newspapers.

Standard 11: Impactful teaching and learning and community engagement

Expectation

The institution should have a teaching and learning framework that creates a shared understanding of good teaching practices that enables every student to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical, creative thinking and empathic concerns for marginalised segments of society.

Sustainable development goals (SDGs) provide a good guiding framework for lifelong learning and creating an equitable society. The institutional efforts should be directed towards creating impact by tailoring their teaching and learning principles in such a way that students and teachers can engage in contributing towards meeting SDGs and addressing the pressing local and global issues and challenges.

Expectation outcome indicators (EOIs)		Possible Evidence
The institution should:		
I	create an enabling environment to support teaching with technology	
II	create support systems that promote the pedagogical effectiveness of academic staff	
III	create collaborative environments to enhance teaching and learning through scholarship of teaching and learning	
IV	ensure that learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship	
V	ensure that information is collected and analysed to ensure the continued effectiveness of their strategic approach to, and the enhancement of, learning opportunities and teaching practices	
VI	ensure that every student is provided with clear and current information that specifies the learning opportunities and support available to them	
VII	take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and to shape their learning experience	
VIII	ensure that every student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff	
IX	ensure institutional efforts/activities are directed towards making contribution to the community through the relevant SDGs and creating an impact in the surrounding society and communities; for the purpose, research and teaching priorities are targeted towards addressing the pressing local and global issues and challenges	
X	have institutional mechanism to make students learn about SDGs and make contributions through active community engagement practices.	

Indicative evidence

The expectation for this Standard might be evidenced by the institution's:

- effective teaching and learning environments with appropriate resources
- demonstration of electronic resources to support teaching and learning, for example, a virtual learning environment (VLE)
- staff development programme and evidence of staff attendance
- examples of scholarship activities that support teaching and learning
- observation of teaching and learning procedure, results of observations and follow-up activities
- programme and module handbooks
- student support procedure and records
- student tutorial procedure and associated records
- student feedback on their learning experiences
- approved policy for making contributions towards SDGs and active community engagement.

Standard 12: Research, innovation, entrepreneurship and industrial linkage

Expectation

The institution ensures promotion of a culture of research, innovation, entrepreneurship and industrial linkage in the institution through encouraging faculty and research students to make tangible contribution in resolving issues of industry and society. Also, it ensures research degrees are awarded in a research environment that provides quality learning opportunities for doing research and learning about approaches, methods, procedures and protocols, for innovation and entrepreneurship which takes account of social and industrial needs. This environment offers faculty and students quality opportunities and the support they need to achieve successful academic, personal and professional outcomes.

Expectation outcome indicators (EOIs)	Possible Evidence
<p>The institution should:</p> <p>I have a well-thought-out policy on research, innovation and entrepreneurshipII have a well-thought-out policy on intellectual property rights</p> <p>III have institutional initiatives and platforms for promotion of innovation and entrepreneurship, such as offices of research, innovation, and commercialisation (ORIC) and business incubation centres (BICs)</p> <p>IV only offer postgraduate research programmes where students can be expected to meet the academic standards the institution has set for itself, which should reflect national expectations (the National Qualifications Framework)</p> <p>V have clearly defined policies and regulations, made readily available and be sufficiently comprehensive to cover the progression of research students from admission and registration through to final examination and award</p> <p>VI regularly review regulations in this connection, at local and institutional level</p> <p>VII have an institutional research policy that takes account of regional, national and international social and industrial needs</p> <p>VIII have a Research Ethics Committee (REC) with a mandate to reviewing research involving human participants to ensure that their dignity, rights and welfare are protected</p> <p>IX have an Advanced Studies & Research Board (ASRB) or Board of Advanced Study and Research (BASR) or relevant body with clearly defined institutional mechanism and SOPs for timely and fair conduct of its business</p> <p>X offer research, innovation and entrepreneurship opportunities where students can be trained and supported in an environment which is supportive and fit for purpose</p> <p>XI make sure that students have access to training sufficient to gain the skills they need regarding research, innovation and entrepreneurship and to help prepare themselves for their subsequent career</p> <p>XII ensure that institutional policy of entrepreneurship and establishment of BICs adhere to international best practice and HEC guidelines</p> <p>XIII have a well-thought-out institutional policy for industry</p>	

engagement that include having MOUs with the surrounding industry and other similar government/private institutions dealing with trade and commerce, such as a chamber of commerce, the Securities and Exchange Commission of Pakistan (SECP), and the regional chapter of IPO Pakistan.	
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Indicative evidence

The expectation for this Standard might be evidenced by the institution's:

- institutional policy and regulations
- information about the facilities, training opportunities and equipment that will be made available to students for engaging in research, innovation and commercialisation

information about what provision should be made available to develop research, innovation and entrepreneurship and employment-related skills.

Standard 13: Fairness and integrity

Expectation

In the management of its affairs, conduct of its programmes and its dealing with students, faculty, governing bodies and external quality assurance agencies involving the general public, the institution adheres to high ethical principles. Also, it should have necessary policies and institutional mechanisms to ensure availability of fair procedures for handling issues, complaints and appeals which are accessible to all; students, faculty and administration.

Expectation outcome indicators (EOIs)		Possible Evidence
The institution should:		
I	practice and exemplify the values and ethical precepts articulated in its mission in dealing with all its stakeholders	
II	have fair institutional mechanisms to safeguard the interests of students, faculty and staff	
III	ensure equality, diversity and inclusion is embedded in all the institution's policies and procedures	
IV	have a transparent approach to all communication, including academic integrity and complaints	
V	ensure availability of fair and transparent procedures for handling complaints, issues and appeals which are accessible to all students, faculty, and administration; accordingly, there must be a robust mechanism for online complaints and feedback on the main page of the website, duly supported with clear and well-defined institutional mechanism to address such complaints/feedback within a specific timeframe with timely response on resolution back to the complainant (students/parents, faculty and staff)	
VI	have the necessary policies in place to instil the element of integrity and fairness in its institutional system of teaching, learning, assessment, research and publications.	

Indicative evidence.

The expectation of this Standard might be evidenced by the institution's:

- reports of policies regarding public announcements and press releases explaining institutional position on various appropriate issues
- review and analysis reports of consistency of practices of recording student grades/scores on their transcripts and re-take of examinations system
- review reports of tenure and promotion statistics
- equality, diversity and inclusion policy
- faculty handbook and its comprehensiveness to guide on issues of promotion, compensation, tenure and grievance-addressing procedures
- complaints policy.

Standard 14: Public information and transparency

Expectation

The institution generates and provides complete, accurate, accessible and adequate information to its students, prospective students, regulatory bodies, other stakeholders and intended audiences to help them in making informed decisions regarding higher education.

The institution should ensure the availability of a very transparent mechanism where all the stakeholders, particularly students and faculty, have access to not only decisions made but also to the processes and procedures of decision making.

Expectation outcome indicators (EOIs)	Possible Evidence
<p>The institution should:</p> <ul style="list-style-type: none"> I have a user-friendly and mobile responsive website with: <ul style="list-style-type: none"> i information of the BOG/Syndicate members including name, designation, working email and contact information (mobile/office number) ii detailed contact information (working email and mobile/office number) of the statutory offices, including Vice Chancellor, Dean, Registrar, Controller of Exams, student affairs, Director of QEC/ORIC iii information about the faculty members with their brief personal profile along with working email and contact information against their respective faculty/department iv complete information of the programmes' curricula, learning outcomes and clear admission requirements, including fees, scholarship, and so on v complete information of approved policies, SOPs, statutes, rules and regulations vi strategically located search box vii location with map viii strategically located box for complaints/feedback with a robust institutional mechanism for resolution and redressal ix outcomes of external audit and examination outcomes x evaluation/review reports by external QA bodies (QAA and accreditation councils) on both institutional and programme reviews xi graduate employment information (for example, information regarding what most graduates from the programme do after graduation) that is clear, accurate, objective, up to date and readily accessible xii alumni information and engagement opportunity II have a policy and institutional mechanism for the systematic evaluation of its public information to ensure its accuracy III ensure the availability of a transparent mechanism where all the stakeholders, particularly students and faculty, have access to not only decisions made (minutes of the meetings) but also to the processes and procedures of decision making (agenda/working paper, forums' members information, and so on) IV have necessary policies in place to instil the element of integrity and fairness in its institutional systems of teaching, learning, assessment, research and publications V ensure availability of fair and transparent procedures for handling issues, complaints and appeals which are accessible to all students, faculty and administration. 	

Indicative evidence

The expectation for the Standard might be evidenced by the institution's:

- functional, accessible and up-to-date website of the institution
- published reports on a quarterly or annual basis to inform stakeholders
- published information about the total cost of an academic programme, availability of financial aid and the duration of that programme/course
- statement about current recognition/accredited status
- documented evidence of description of the size and characteristics of the studentbody
- published evidence of campus setting, hostel facility and other available support services for the students and faculty
- information for current students about their programme, for example student handbooks, programme handbooks and module handbooks.

Standard 15: Institutional effectiveness, quality assurance and enhancement

Expectation

The institution has a robust system for monitoring and evaluating institutional effectiveness, quality assurance and enhancement that is made public and forms part of its strategic management. Internal quality assurance procedures should help in evaluating its effectiveness and promote continuous improvement and realising its institutional mission and achieving its institutional goals.

Expectation outcome indicators (EOIs)	Possible Evidence
<p>The institution should:</p> <ul style="list-style-type: none"> I have a well-defined quality policy and mechanisms in place to ensure continuous institutional improvement through its rules and regulations and activities related to faculty teaching, student learning, educational programmes, and administrative and educational support services, with an ultimate outcome of providing students with a high-quality learning experience and attaining nationally/internationally comparable qualifications and awards II ensure that every faculty/department and programme reflects on its performance and collects, analyses, and uses relevant qualitative and quantitative information for the effective management and continuous improvement of its programmes and other activities III have robust institutional mechanisms to create and sustain an environment in which students and other stakeholders participate in internal quality assurance processes IV make sure that the quality assurance procedure is compliant with external assessment and quality assurance precepts both at national and international levels V ensure that internal quality assurance procedures and resulting action plans from cyclical programme reviews are monitored for effective implementation VI ensure all the policies are made through engagement of stakeholders for shared governance and collective wisdom that include adoption of HEC and other government policies; for instance, no HEC or other governments' minimum guideline/criteria should be adopted just as a formality without debating its institutional mechanisms and processes for effective implementation and possible outcomes in the statutory forums. In fact, such policies, at times, may be required to be made more stringent to match the institution's culture VII the institutional preparation for external quality assurance must be made through a central body such as the Institutional Quality Circle (IQC) headed by the Vice Chancellor/President and participated in by all the key statutory positions and stakeholders, including Deans, Registrar, Controller of Exams, Director of Student Affairs, ORIC, QEC, and so on, to ensure shared governance and responsibility, collective wisdom, and institutionalisation of a quality culture VIII the Syndicate/BOG (or equivalent) has a key role and responsibility for fiduciary oversight and institutional performance; accordingly, they need to be kept informed about QA processes and outcomes through sharing reports and taking feedback for institutional improvement and enhancement. 	

Indicative evidence

The expectation for this Standard might be evidenced by the institution's:

- external quality assurance reports
- quality policy and internal quality assurance processes
- self-assessment report (SARs)
- RIPE and PREE self-assessment report
- CQI policy
- actions taken to address recommendations
- actions taken to enhance good practice
- any other actions taken in response to external quality assurance reports.

Standard 16: CQI and cyclical external quality assurance

Expectation

Institutions are required to have robust continuous quality improvement (CQI) mechanism to institutionalise a strong quality culture. Institutions should undergo external quality assurance in line with the Pakistan precepts on a cyclical basis. In order to have a successful external review, institutions should strengthen their internal quality assurance processes and prepare for external review.

Expectation outcome indicators (EOIs)	Possible Evidence
<p>The institution should:</p> <p>I have a well-defined quality policy, having institutional mechanism of continuous quality improvement (CQI) such as a PDCA cycle: plan, do, check and act in all the decision-making processes</p> <p>II strengthen internal quality assurance processes by having a robust institutional mechanism of CQI including elements of collaboration, consultation and collective wisdom for finding creative solutions to the challenges and concerns relating to quality</p> <p>III ensure the CQI mechanism has a robust and effective mechanism for follow-up and closing the loops</p> <p>IV take part in external quality assurance in its various forms to verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives</p> <p>V prepare and participate in international accreditation processes.</p>	

Indicative evidence

The expectation for this Standard might be evidenced by the institution's:

- documented policies and governance structures like IQAEs /QEC or any other which are supportive to institutional assessment and quality
- financial, technical and administrative support for the process of institutional assessment and quality assurance
- provision of capacity building and professional development opportunities
- and resources required for application of institutional assessment and using the assessment results
- implementation and adherence to academic and institutional quality precepts, standards and policies developed by HEC to match with both national and international precepts and best practices
- documentation of fulfilment of institutional mission and achievement of key goals
- quality and assessment surveys/pro forma records of students, faculty and other stakeholders
- documentation of using the quality and university assessment results to make more informed and accurate decisions regarding improvement of planning, faculty recruitment, leadership development, resource allocation, revising strategies, budgeting and improving processes for students, faculty, staff and society.